Knowledge Adventure®

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JumpStart Advanced 1st Grade™

Teacher's Guide

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TEACHER'S GUIDE

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INTRODUCTION

TO THE TEACHER:

Welcome to *JumpStart Advanced 1st Grade!* The JumpStart pals are hard at work getting ready for the JumpStart Scooter Tournament, and your students can join in the fun and excitement. By playing the fun-filled learning games below, students earn power-ups that they can trade in to get scooter gadgets or to unlock racetracks. Then it's off to the Scooter Tournament!

Edison's Store
Visit Edison's new store and purchase gardening and decorative items to landscape the tracks.

Eleanor's Newsroom
Eleanor is the official reporter for the Scooter Tournament. Help her compose news stories on a variety of topics.

Kisha's Card Show
Paint pictures and compose music. The musical picture show that you create will play in the Winner's Circle after the race.

Pierre's Polar Test Track
Help Pierre navigate around his test track, picking up snowballs on the way. The snowballs are marked with numbers or pictures that must be collected in the correct sequence.

Hopsalot's Bridge Builder
Categorize words and terms (by part of speech, food group, number of syllables, etc.) as you help Hopsalot maintain his balloon bridge.

Casey's Soccer Field
Phonics skills give you the edge in this soccer game. Brush up on blends, digraphs, onsets, and rimes as you play.

Frankie's Pizza Stand
Nothing goes better with scooter racing than a slice of hot pizza. Fill orders by dividing pizzas into fractions covered with the right toppings.

CJ's Swamp
Help CJ collect swamp gas as you spell, alphabetize, and solve equations. Look out for those alligators!

SKILLS

As your students explore *JumpStart Advanced 1st Grade,* they will build a repertoire of valuable skills in language arts, math, science, and other areas:

Edison's Store	identifying and adding coins (up to $1.00)
Eleanor's Newsroom	sentence building, comprehension, punctuation, science (plants, animals, health), social studies (community)
Kisha's Card Show	art, music
Pierre's Polar Test Track	counting and skip counting; sequencing events; comparing size, length, weight
Hopsalot's Bridge Builder	parts of speech, syllables, math (shapes, forms), science (health, animals, weather)
Casey's Soccer Field	blends, digraphs, onsets and rimes
Frankie's Pizza Stand	fractions
CJ's Swamp	spelling, alphabetizing, addition, subtraction

SIGNING IN

The first-time player types his or her name. On subsequent visits, players can simply select from the list of names.

Up to 99 names can appear on the list. To delete a name from the list, click on it, and then press **Control+D** twice on the PC or **Option+D** twice on a Macintosh.

ALL-STAR BUDDIES

As students play the software activities, they receive tutorial help from their All-Star Buddies. After signing in, a first-time player answers questions about personal interests and preferences. Based on the answers, he or she is assigned an All-Star Buddy linked with a specific learning style.

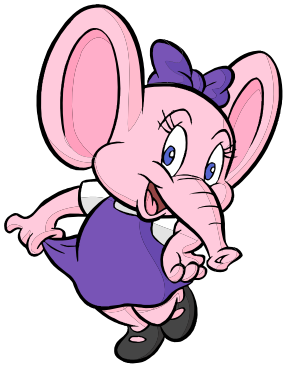
Kisha
Visual-Spatial

CJ
Naturalistic

Frankie
Interpersonal

Casey
Bodily-Kinesthetic

Pierre
Musical



Eleanor
Linguistic

Hopsalot
Mathematical-Logical

Whenever the player misses a problem two consecutive times, the All-Star Buddy provides tutorial help with the skill. Players can also get help from their All-Star Buddies at other times during a game by clicking the Star icon at the lower right of the screen.

The player is not limited to help offered by the **assigned** All-Star Buddy. For additional help, a player can click on the Star icon and then select any of the All-Star Buddies.

ASSESSMENT TESTING

If you wish to preset skill levels for the learning activities, have students take an Assessment Test. To take the test, the student should click the Assessment Test button on the Sign-in screen. Frankie will guide the student through a series of about 35 multiple-choice questions.

At the end of the test, you will see a recommended level for each skill. If you wish to set the software to these levels, click the check mark to accept them.

Note: Levels can be readjusted at any time. See "Adjusting Levels" below.

OPTIONS AND SETTINGS

JumpStart Advanced 1st Grade has many special features useful to teachers and students. These options and settings are controlled from the Parent Options screen (select "Parent Options" on the Sign-in screen) and from the toolbar. The toolbar appears at the bottom of the learning activity screens and can be expanded or collapsed by clicking on the yellow triangle on the handlebars.

Click to open or collapse the toolbar.

Descriptions of selected options and settings follow. For more complete information, see the on-disc manual. (Insert the disc and click "Manual," or select "Parent Options" at the Sign-in screen and click "Manual.")

ADJUSTING LEVELS

Levels for any individual game can be readjusted as desired from the toolbar at the bottom of the game screen. Click the yellow triangle to expand the toolbar so that you can access the Levels button (triple flag).

If you wish to change all of the skill levels in one place, click "Parent Options" on the Sign-in screen and select "Leveling." The colored tabs near the top of the screen allow you to access the following categories: reading, writing, math, visual discrimination, science, art, and music. There are several skills listed within each category. You can adjust the level for each skill.

GAME INSTRUCTIONS

In each game module, game instructions are given by an on-screen character. The player can click the character to hear the instructions repeated. If the character leaves the screen, the player can click the Help button (the question mark) on the toolbar.

The on-disc manual also provides information about the games and how to play them. (Insert the CD and click "Manual," or select "Parent Options" at the Sign-in screen and click "Manual").

PROGRESS REPORTS AND PRACTICE MODE

The software automatically tracks a student's progress in various skill areas. To see a student's Progress Report, click "Parent Options" on the Sign-in screen and select "Progress Report." Click the colored tabs at the top of the screen to view each category of skills. The Progress Report displays the list of skills, the number of questions the student has attempted, the number of correct answers, and the overall score (listed as a percent) for each skill.

If you wish to have a student practice a particular skill, set the program to Practice Mode by clicking the name of a skill on the Progress Report screen. One or more game icons will appear at the lower corner of the screen. Click an icon to route the student to the game for practice on the skill. The Go Back button (far left arrow) on the toolbar will return the student to the Progress Report screen.

Special software feature: You can print all of the players' Progress Reports at once. On the Sign-in screen, type in "Teacher" as a new player name. Then navigate to the Progress Report screen and click the Print button. Whenever you sign in as "Teacher," you will be able to do this.

Note: Power-up rewards are not earned in Practice Mode. However, attempts and successes are tracked.

INTRODUCING THE SOFTWARE

Before you introduce the software to your class, take time to read the on-disc manual. Just insert the CD and click on "Manual" (or select "Parent Options" on the Sign-in screen and click "Manual"). The on-disc manual explains the computer activities and program features.

Then, demonstrate the software to the students. Begin by signing in. If you want students to complete the Assessment Test, demonstrate how to select "Assessment Test" from the Sign-in screen. Next, answer the All-Star match-up questions to select an All-Star Buddy. Have students listen as Frankie explains the toolbar. Then click one of the buildings in JumpStart Ville to go to a learning activity. Be sure that students understand how to click the Star icon to get help from their All-Star Buddies.

ABOUT THE CLASSROOM LESSONS

This guide provides classroom lessons and reproducible activity sheets that complement your students' experiences with *JumpStart Advanced 1st Grade*. Each of the hands-on lessons focuses on one or more of the skills presented in the software. (See the following Lesson Skills Chart.) Select from the lessons according to the needs and interests of your students. The lessons can be completed in any order and most are not software-dependent.

Lesson Skills Chart

Lesson	Language Arts					Mathematics							Other		
	Alphabetizing	Spelling, Syllables	Blends, Digraphs, Onsets	Comprehension, Sentences	Parts of Speech	Punctuation, Capitalization	Counting, Skip Counting	Adding, Subtracting	Fractions	Money	Shapes, Forms	Measurements	Science Concepts	Music, Art	Physical Education
So Silly				X	X										
Shapes and Forms											X			X	
Casey's Clues		X	X												
Loose Change								X		X					
Animal Messages				X		X									
Swamp Bubbles								X						X	
Scooter Relay	X														X
CJ's Puzzles		X													
Fraction Fun									X						
Go, Scooter!		X													
Call Out Your Number							X								
Keeping Time														X	
Guess, Measure, Weigh												X	X		
Science Channel													X	X	
Equaling Eight								X							

KNOWLEDGE ADVENTURE WEB SITES

For additional teacher information and fun-filled student activities, be sure to visit **www.education.com** and **www.JumpStart.com**. You will find education news, free lesson materials, and student activities suitable for home and school.

SO SILLY!

FOCUS
Language Arts: parts of speech, comprehension, sentence building

SOFTWARE CONNECTION
Hopsalot's Bridge Builder, Eleanor's Newsroom

GROUPING
student pairs, individuals

SUPPLIES

copies of So Silly! Activity Sheets A, B, and C (1 of each per student pair)
copies of So Silly! Activity Sheet D (1 per student)
scissors
crayons
pencils

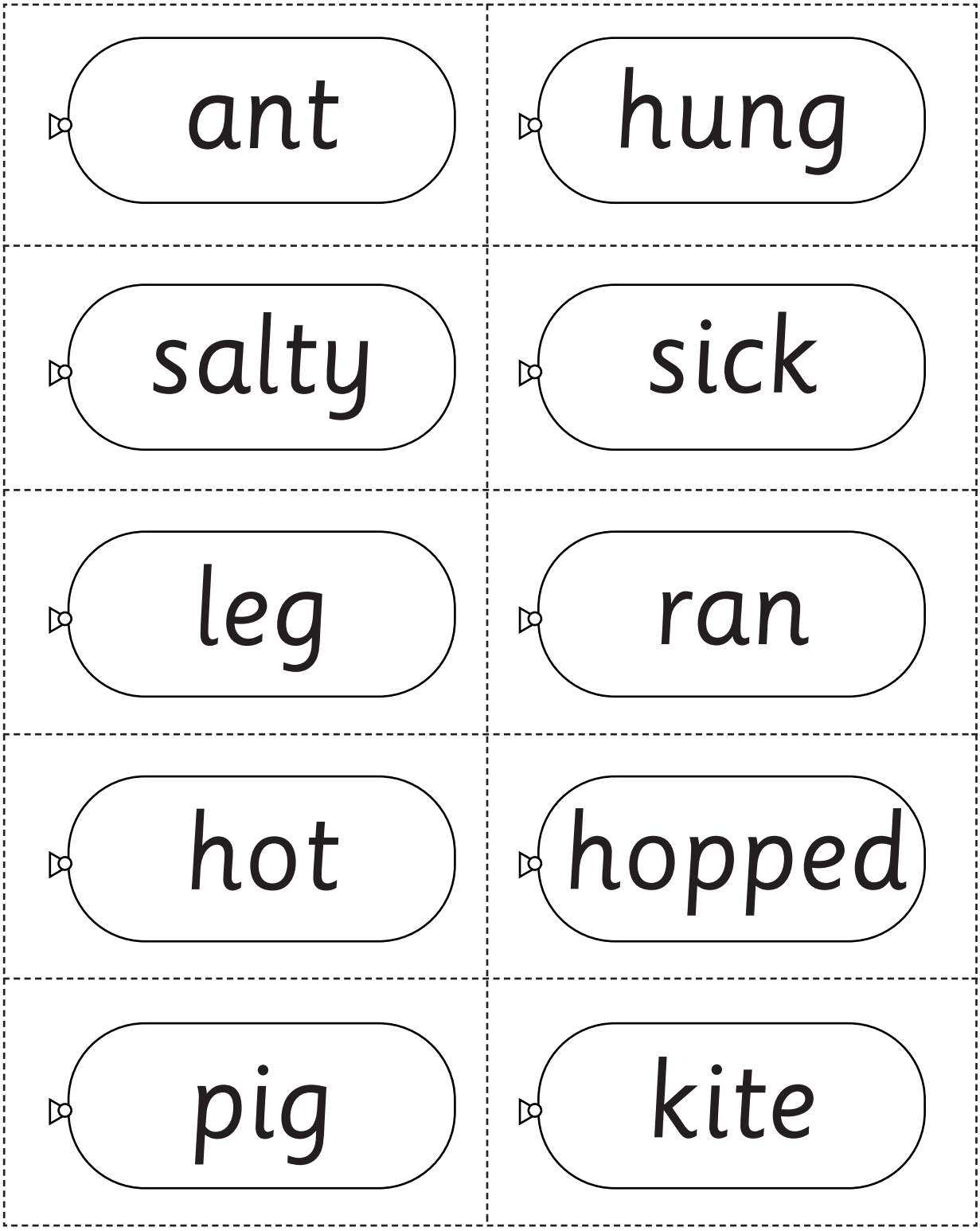
ACTIVITY

1. As a class, review the following parts of speech:
   noun – a word that names a person, place, or thing (*chair, friend, paper*)
   verb – an action word (*jumped, pushed, read*)
   adjective – a word that describes something or somebody (*little, soft, happy*)
2. Arrange for the students to work in pairs. Distribute Activity Sheets A and B. Have the students color the word balloons according to the directions on the activity sheet (nouns red, verbs blue, adjectives yellow). Help student pairs check their work and discard cards colored incorrectly. Or, if you prefer, provide fresh activity sheets so that students can make corrections. Then have students cut the cards apart on the dashed lines.
3. Explain that most sentences are built according to familiar patterns. The simplest sentences are built with a single noun and a single verb:
   Dogs barked.
   Children giggled.
   Have the student pairs build similar sentences by combining various red cards (nouns) and blue cards (verbs). **Note:** These short sentences may sound choppy without the addition of articles (*a, an, the*).
4. Distribute Activity Sheet C. Explain that students will build silly sentences according to a common sentence pattern that is more complex than the noun/verb pattern. Instruct the student pairs to randomly select cards of the correct colors and place them in the labeled rectangles. Student pairs can take turns reading the resulting silly sentences to each other.
5. Finally, distribute Activity Sheet D (1 per student), and have each student copy a favorite silly sentence and illustrate it. Display the completed activity sheets where classmates can read them.

SO SILLY!

Activity Sheet A

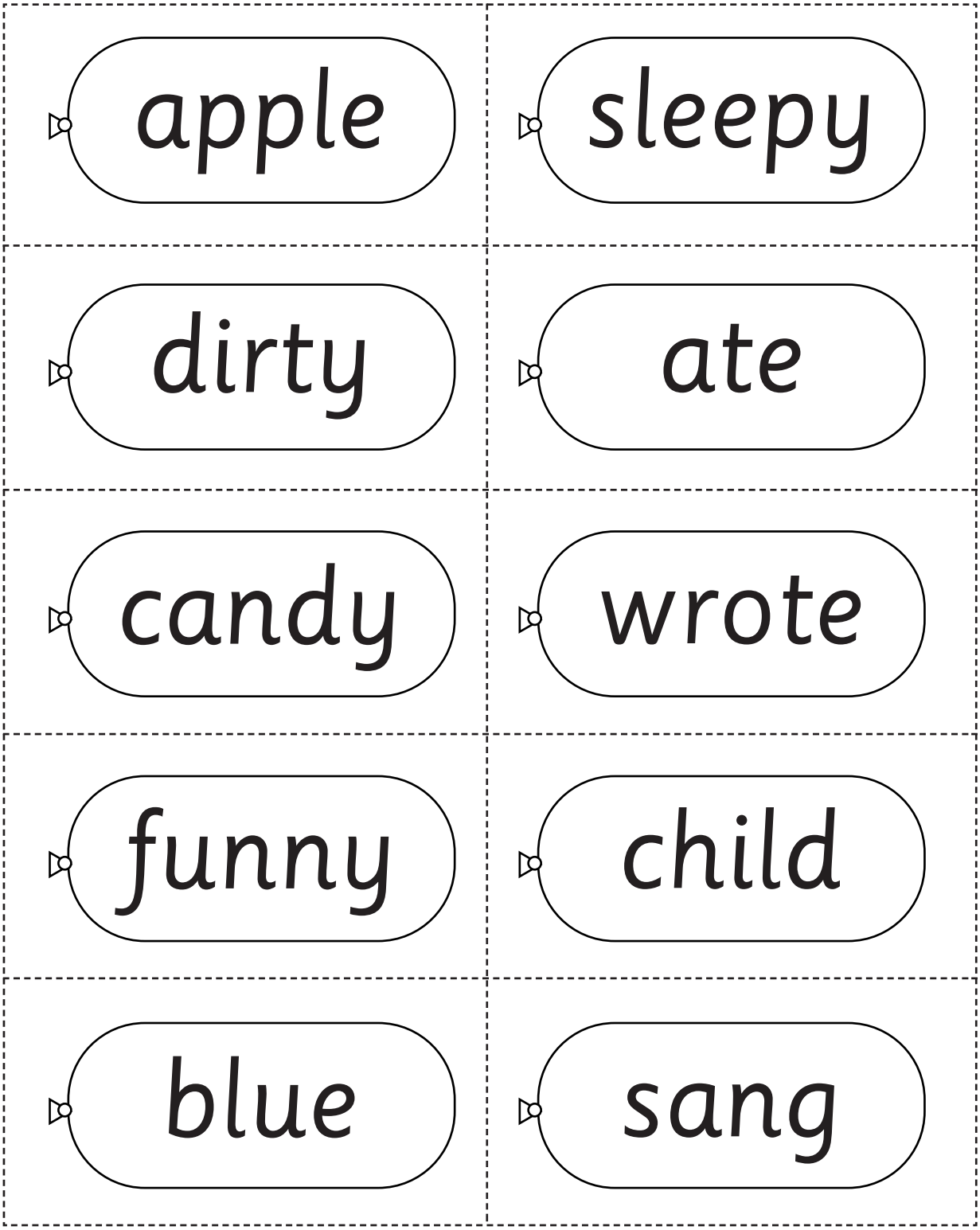
Color the nouns red. Color the verbs blue. Color the adjectives yellow.



SO SILLY!

Activity Sheet B

Color the nouns red. Color the verbs blue. Color the adjectives yellow.



SO SILLY!

Activity Sheet C

A (yellow)

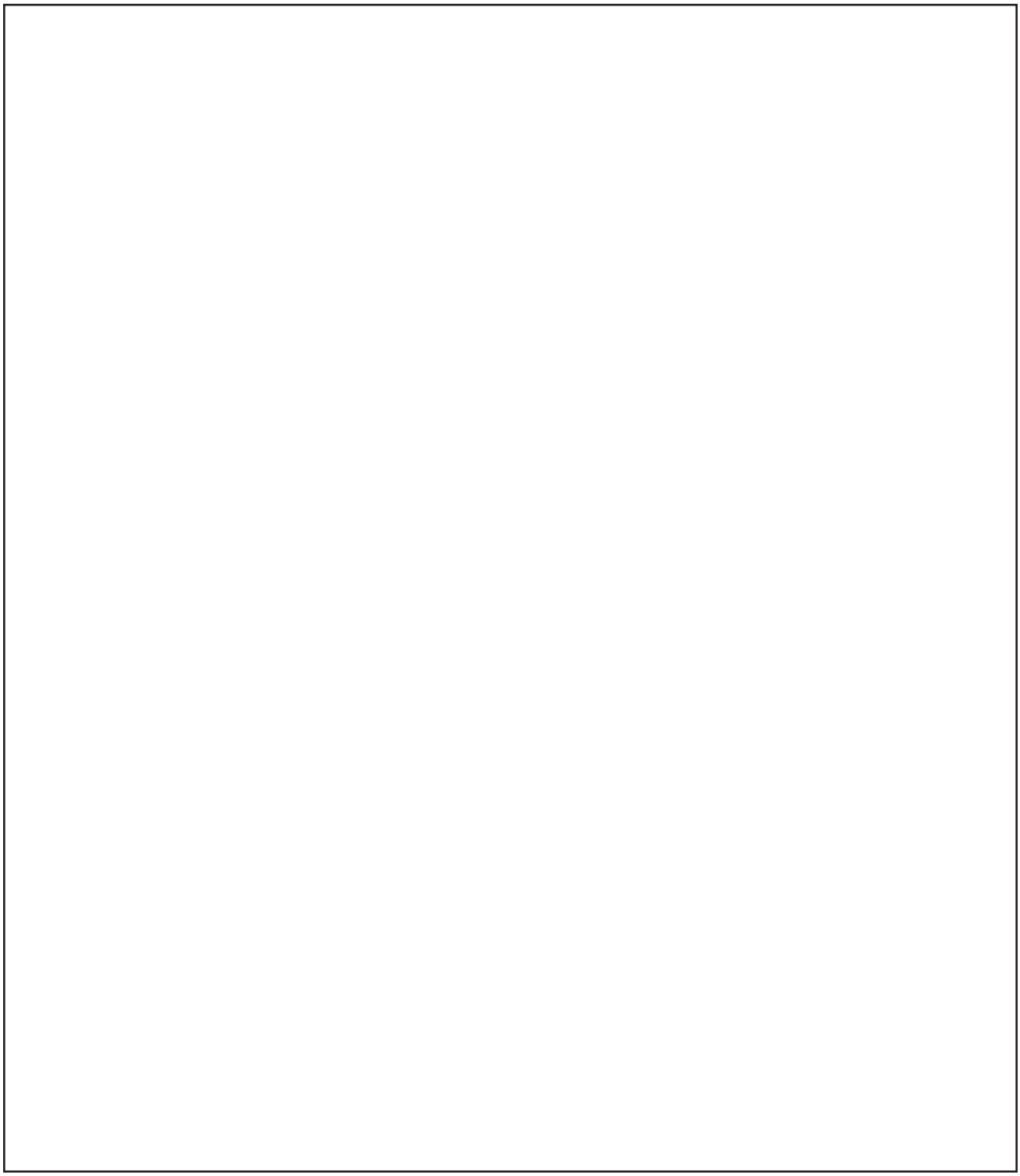
(red) (blue)

on the (yellow)

(red) .

SO SILLY!

Activity Sheet D



A _____ _____ _____

_____ _____ _____

_____ _____ _____

on the _____ _____

SHAPES AND FORMS

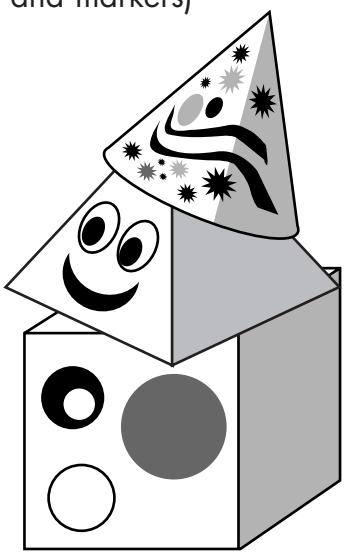
FOCUS
Math: two-dimensional shapes, three-dimensional forms
Art: sculpture

SOFTWARE CONNECTION
Hopsalot's Bridge Builder, Kisha's Card Show

GROUPING
whole class, individuals

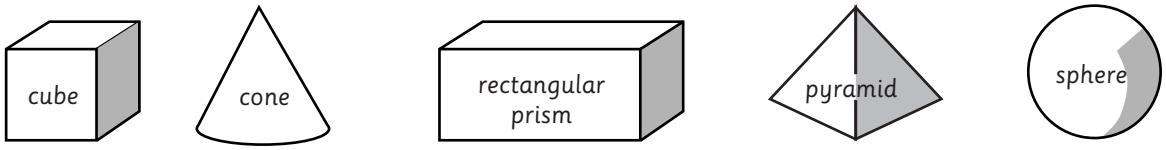
SUPPLIES

copies of Shapes and Forms Activity Sheets A, B, and C (1 of each per student)
chalkboard and chalk (or chart paper and markers)
pencils
scissors
rulers
construction paper
glue
tape



ACTIVITY

1. On the chalkboard (or on chart paper), sketch two-dimensional shapes and ask volunteers to name them (triangle, circle, square, rectangle, ellipse or oval). Continue by sketching some three-dimensional forms:



2. Name objects in the classroom, in nature, or in architecture and ask students to name the two-dimensional shape or the three-dimensional form:

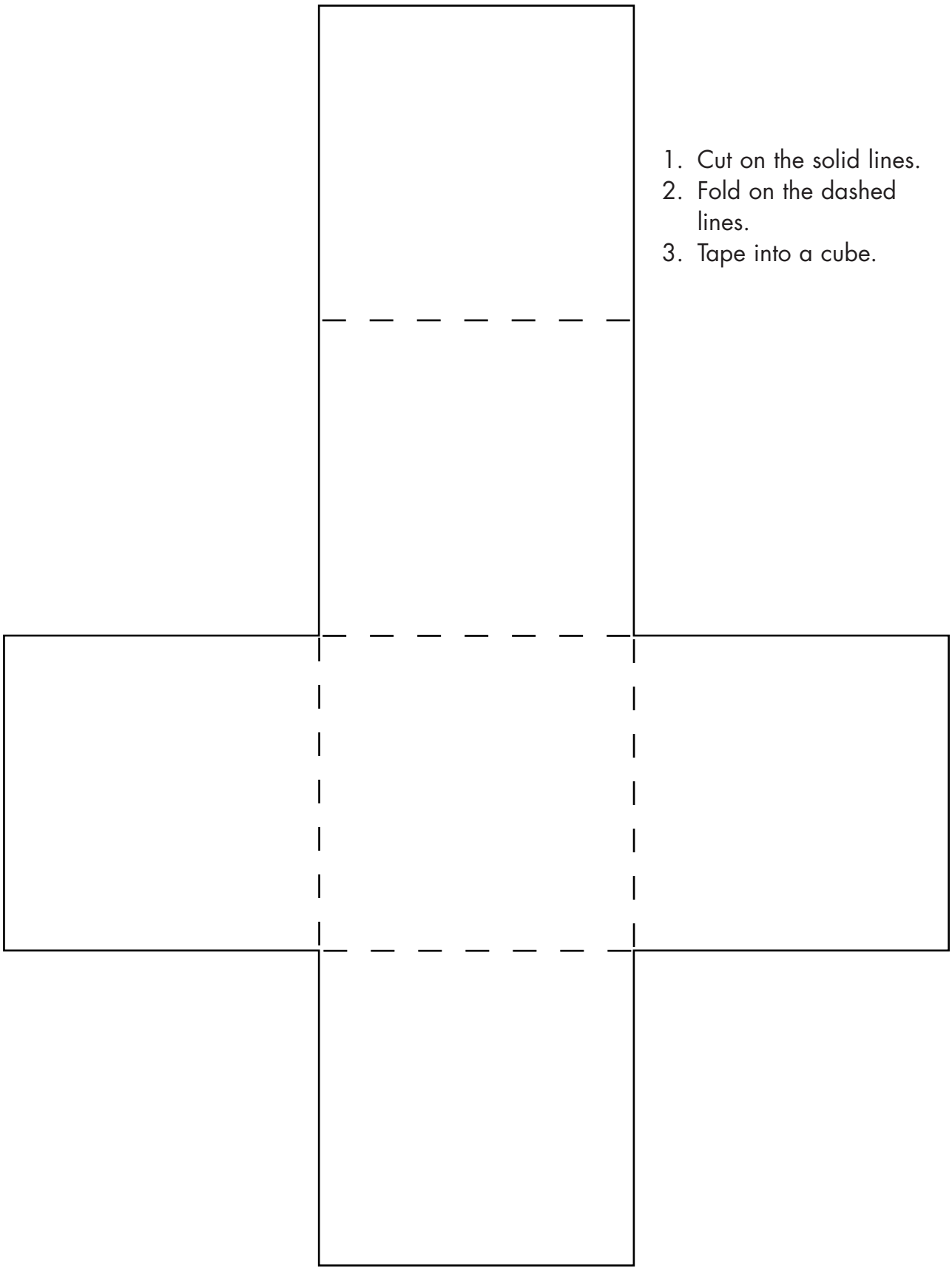
Two-Dimensional Shapes	Three-Dimensional Forms
clock face (circle)	globe (sphere)
U.S. flag (rectangle)	crayon box (rectangular prism)
sailboat sail (triangle)	child's block (cube)
section on checkerboard (square)	pointed palace tower (cone)

3. Distribute the activity sheets. Ask volunteers to name the three-dimensional form that can be made from each pattern.

4. Suggest that students make construction paper sculptures:
   - Use the patterns to make three-dimensional forms from construction paper.
   - Decorate the surfaces of the forms with two-dimensional shapes (e.g., circles, triangles) cut from scraps of construction paper.
   - Glue the forms together in an interesting arrangement.

SHAPES AND FORMS

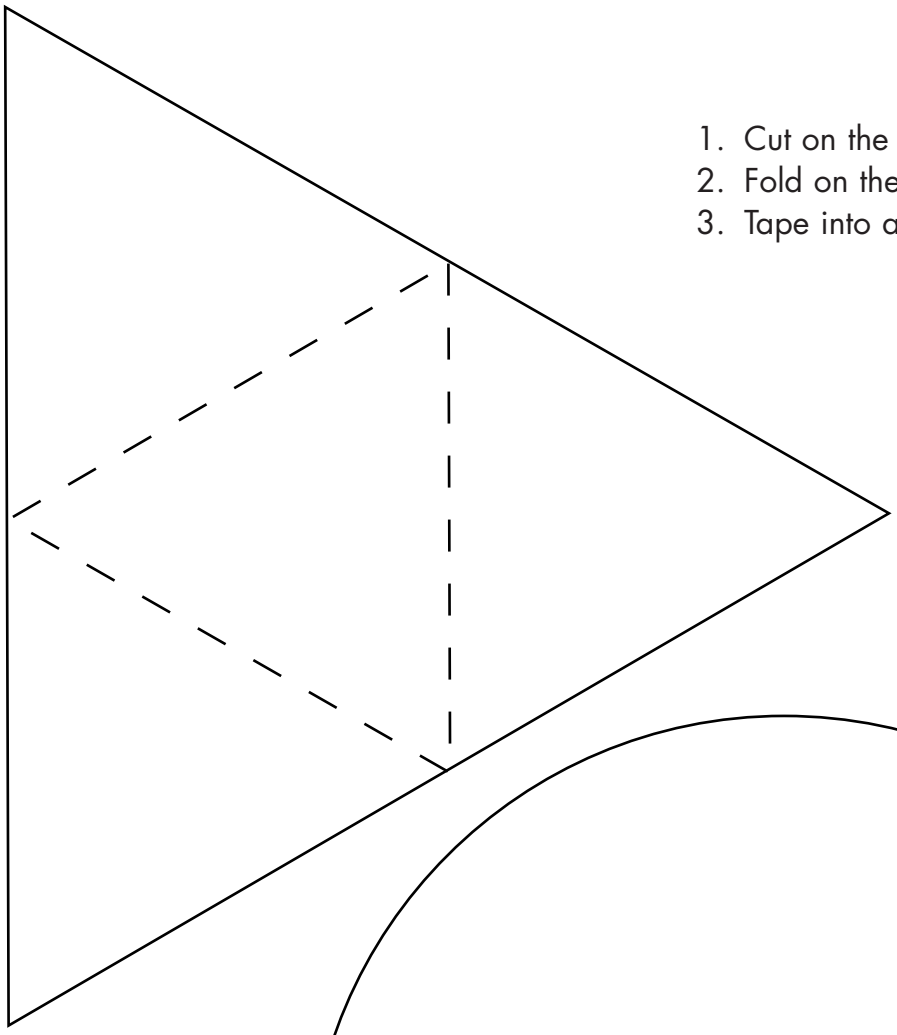
Activity Sheet A



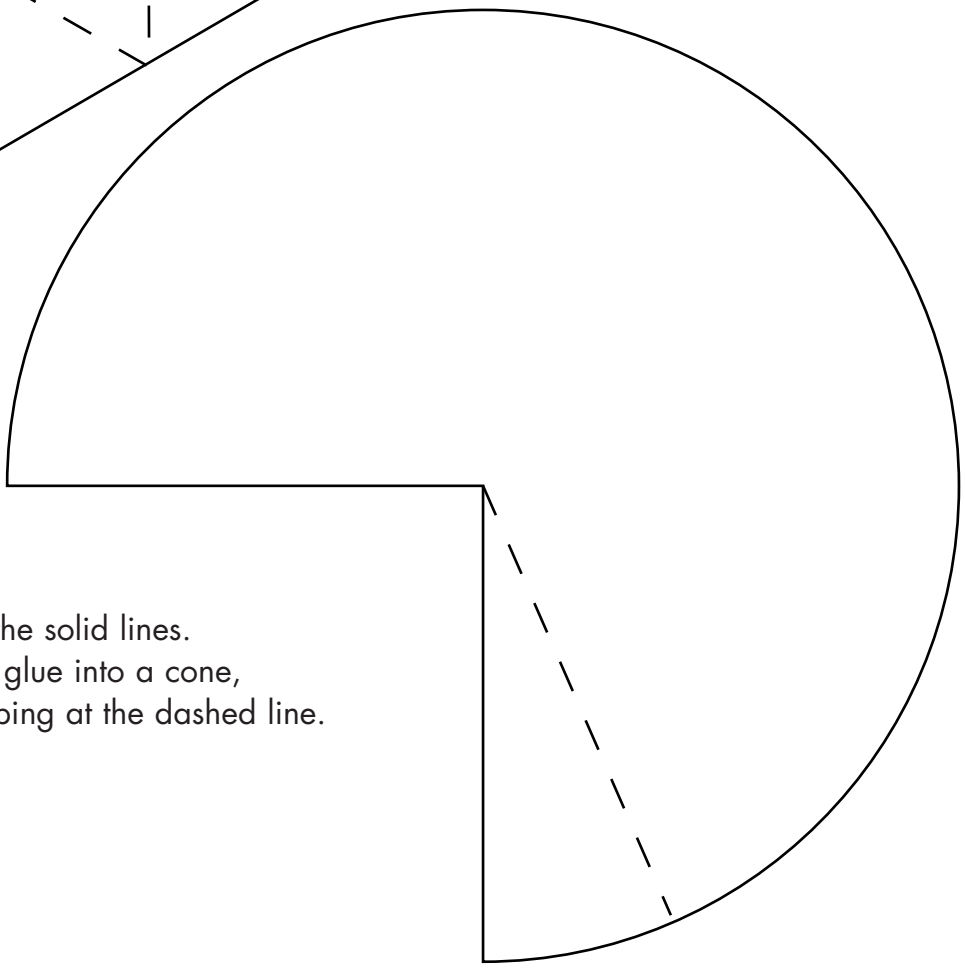
1. Cut on the solid lines.
2. Fold on the dashed lines.
3. Tape into a cube.

SHAPES AND FORMS

Activity Sheet B



1. Cut on the solid lines.
2. Fold on the dashed lines.
3. Tape into a pyramid.

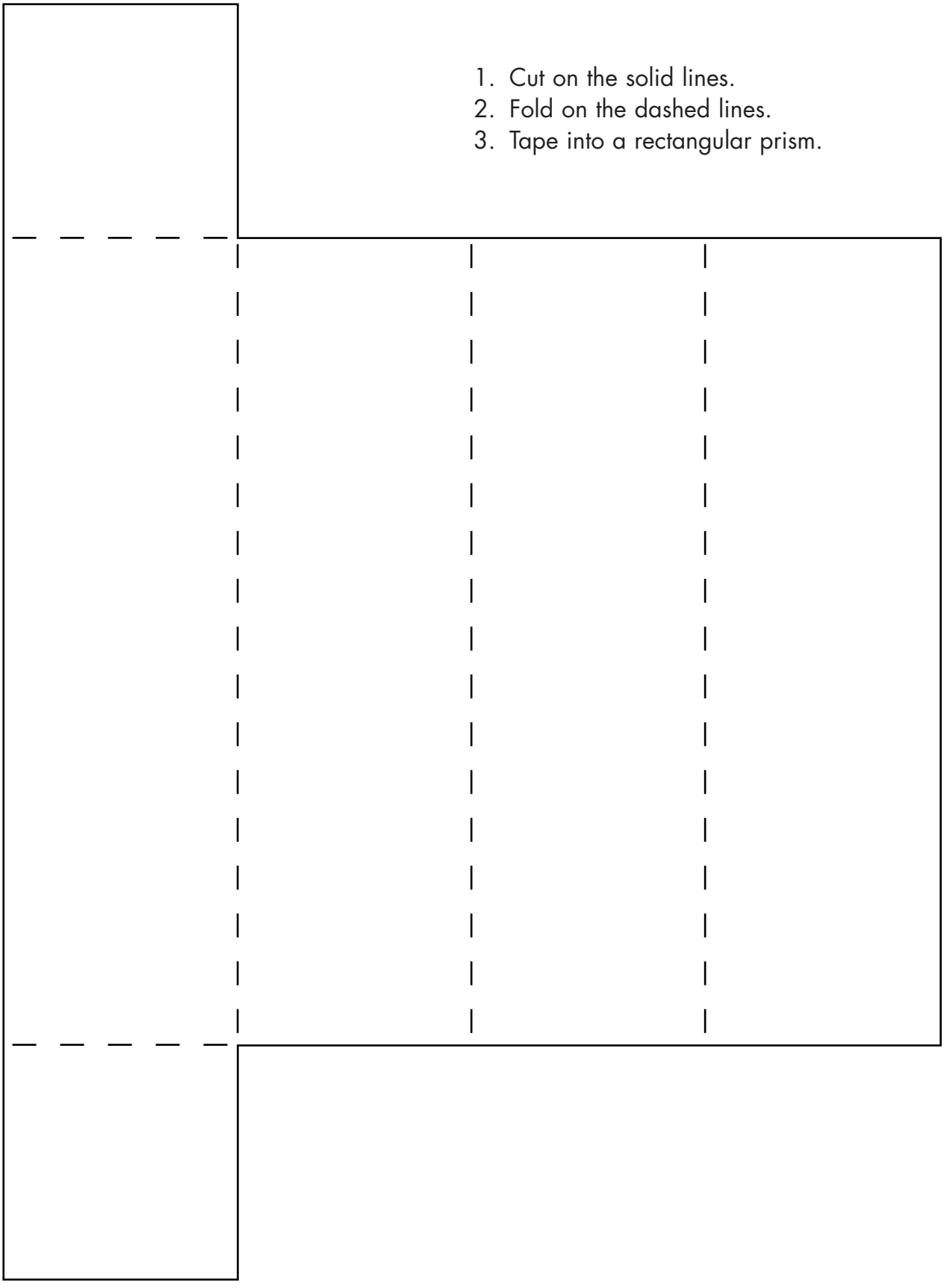


1. Cut on the solid lines.
2. Tape or glue into a cone, overlapping at the dashed line.

SHAPES AND FORMS

Activity Sheet C

1. Cut on the solid lines.
2. Fold on the dashed lines.
3. Tape into a rectangular prism.



CASEY'S CLUES

FOCUS

Language Arts: spelling, blends, digraphs, onsets and rimes

SOFTWARE CONNECTION

Casey's Soccer Field, CJ's Swamp

GROUPING

whole class, individuals

SUPPLIES

single copy of Casey's Clues Activity Sheet A
copies of Casey's Clues Activity Sheet B
(1 per student)
scissors
plastic tub or similar container
pencils

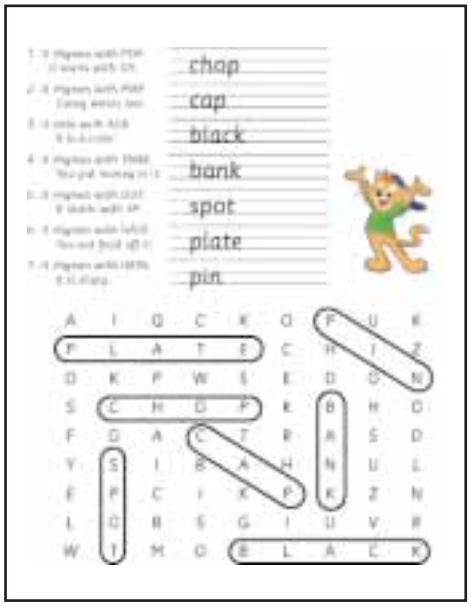
ACTIVITY

1. In preparation, cut the cards on Activity Sheet A apart, and put them in a plastic tub or a similar container.
2. Explain that the plastic tub contains word endings for which the class will furnish the beginning sounds. Ask a volunteer to draw a word ending out of the tub. Hold it up and let volunteers suggest word beginnings—both single letters and consonant combinations:

Add *m-* for *mad.*
Add *s–* for *sad.*
Add *gl-* for *glad.*

Continue with different volunteers until all of the word endings have been drawn from the tub.

3. Distribute Activity Sheet B. Explain how to complete the page:
   - At the top of the page, use "Casey's Clues" to find which word belongs in the blank. Print the word.
   - Then find each word in the word search puzzle. Words may be hidden horizontally, vertically, or diagonally.
4. Discuss the activity sheets as a class as students check their answers.



CASEY'S CLUES

Activity Sheet A

-ad

-all

-ake

-oss

CASEY'S CLUES

Activity Sheet B

1. *It rhymes with POP.*
   It starts with CH.

2. *It rhymes with MAP.*
   Casey wears one.

3. *It ends with ACK.*
   It is a color.

4. *It rhymes with TANK.*
   You put money in it.

5. *It rhymes with DOT.*
   It starts with SP.

6. *It rhymes with GATE.*
   You eat food off it.

7. *It rhymes with GRIN.*
   It is sharp.

A	I	Q	C	K	O	P	U	K
P	L	A	T	E	C	H	I	Z
O	K	P	W	S	E	D	O	N
S	C	H	O	P	K	B	H	O
F	O	A	C	T	R	A	S	D
Y	S	I	B	A	H	N	U	L
E	P	C	I	K	P	K	Z	N
L	O	B	S	G	I	U	V	R
W	T	M	O	B	L	A	C	K

LOOSE CHANGE

FOCUS
Math: identifying money, adding money, counting money

SOFTWARE CONNECTION
Edison's Store

GROUPING
student pairs or small groups

SUPPLIES

copies of Loose Change Activity Sheet A (1 per student pair)
copies of Loose Change Activity Sheet B on heavy paper (1 per student pair) or plastic coins
scissors
tape
Optional: crayons

ACTIVITY

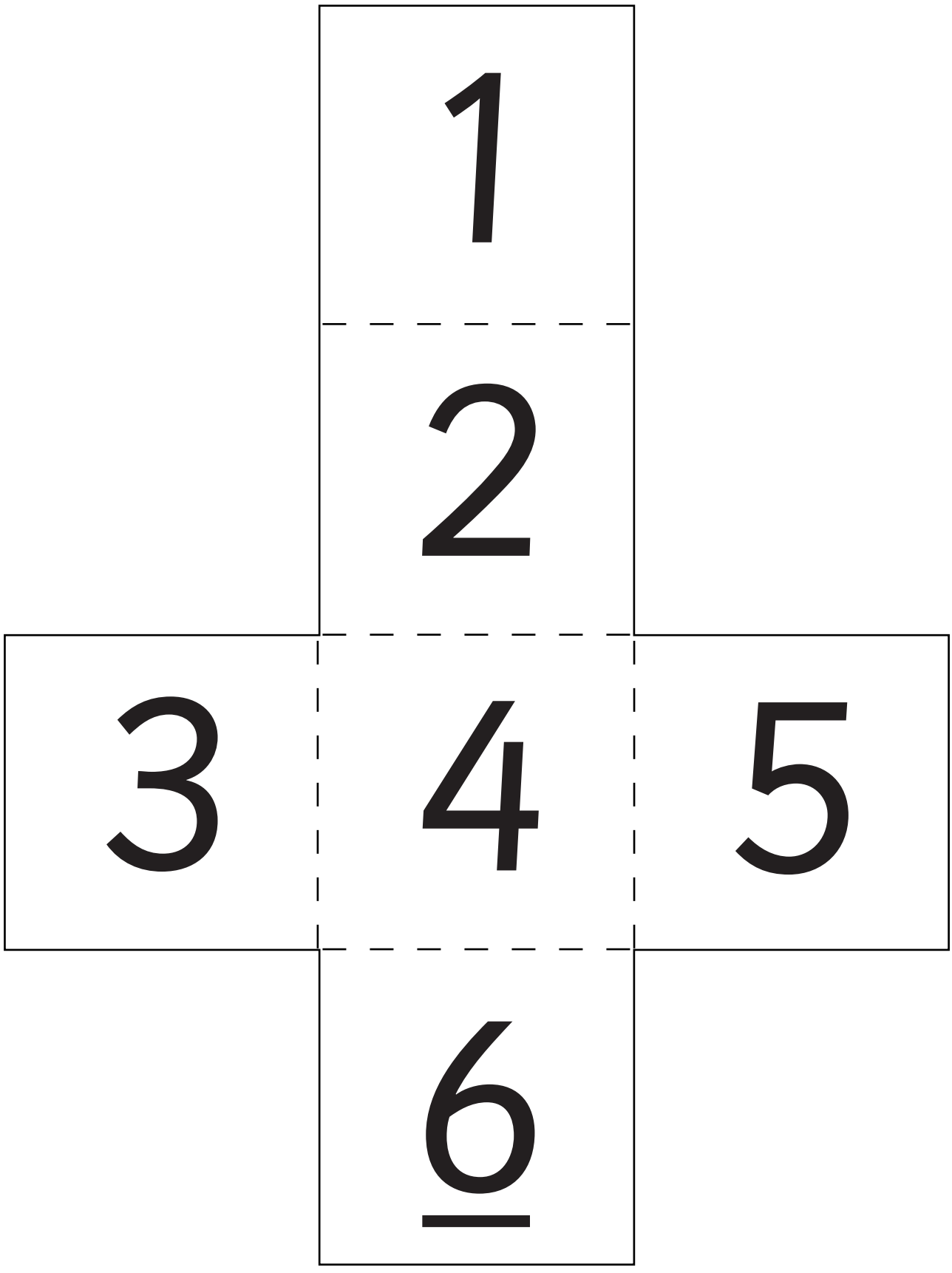
1. In preparation, make copies of the activity sheets. If you prefer, substitute plastic coins for the coins on Activity Sheet B.
2. Review the value of coins with the class. Ask the following questions and have volunteers use plastic coins or paper coins cut from Activity Sheet B to help you make coin exchanges (e. g., 1 nickel for 5 pennies):
   - How many pennies are in a nickel?
   - How many nickels are in a dime?
   - How many nickels and dimes are in a quarter?
   - How many quarters make 50 cents?

3. Have students work in pairs or small groups. Tell them that they will play the game Loose Change. Distribute the activity sheets and assist students to prepare the materials for the game:
   Die (Activity Sheet A)
   Cut on the solid lines. Fold on the dashed lines. Tape into a cube shape.
   Coins (Activity Sheet B)
   Color the coins if desired. Cut on the dashed lines.

4. Explain the rules for Loose Change:
   - Put all the coins in a "bank" in the center of the playing area.
   - Players take turns tossing the die and collecting the corresponding number of pennies.
   - As change accumulates, the player must make exchanges—5 pennies for a nickel, 2 nickels for a dime, or 2 dimes and 1 nickel for a quarter.
   - If a player forgets to make an exchange and someone points it out before the player's next turn, the coins must be returned to the bank.
   - The winner is the first player to collect a total of 50 cents (2 quarters).

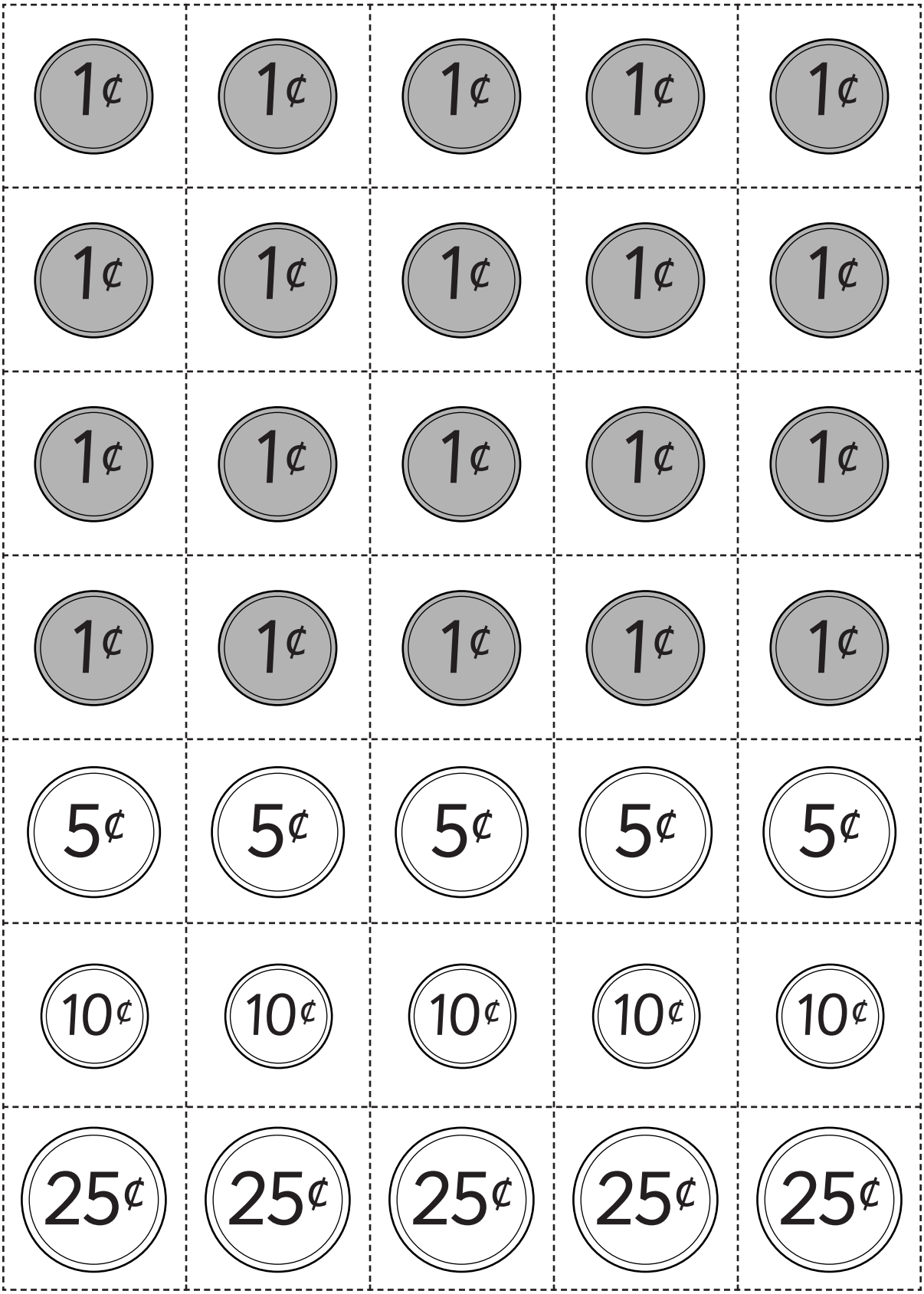
LOOSE CHANGE

Activity Sheet A



LOOSE CHANGE

Activity Sheet B



ANIMAL MESSAGES

FOCUS
Language Arts: sentence building, punctuation, capitalization

SOFTWARE CONNECTION
Eleanor's Newsroom

GROUPING
whole class, individuals

SUPPLIES

copies of the Animal Messages Activity Sheet (1 per student)
pencils
Optional: *Clack, Clack, Moo Cows That Talk* by Betsy Lewin

ACTIVITY

1. If possible, introduce the lesson by reading Betsy Lewin's *Clack, Clack, Moo Cows That Talk*, a book about cows that use a typewriter to write letters to the farmer. Discuss the book with your students. Then discuss animals that students encounter regularly—classroom pets, pets at home, and animals in nature (e.g., birds, squirrels, insects). If these animals could write letters, what would they tell us?
2. Explain that students will pretend to be animals that write letters. Have each student choose an animal and think of a message the animal might write. Distribute the activity sheet. Point out the parts of the letter and explain them:
   - Since the animal is writing to you, the **salutation** will say: Dear [your name],
   - The **body** of the letter will contain a message from the animal.
   - The **closing** contains the word *sincerely* followed by the letter-writer's name. In this letter, there is an extra line after the name to identify the animal. For example:

     Fido
     (your dog)
3. Allow students time to complete letters two or three sentences long.
4. When they have finished, have them check to see that each sentence is clearly written and ends with the proper punctuation. (If needed, review punctuation rules.) Also have students check to be sure that all proper names and the first word in each sentence are capitalized.
5. Give students an opportunity to share their letters with the class.

ANIMAL MESSAGES

Activity Sheet

Dear _____,

Sincerely,

(_____)

SWAMP BUBBLES

FOCUS
Math: addition and subtraction (two-digit numbers)

SOFTWARE CONNECTION
CJ's Swamp

GROUPING
whole class, individuals

SUPPLIES

copies of the Swamp Bubbles Activity Sheet (1 per student)
chalkboard and chalk (or chart paper and markers)

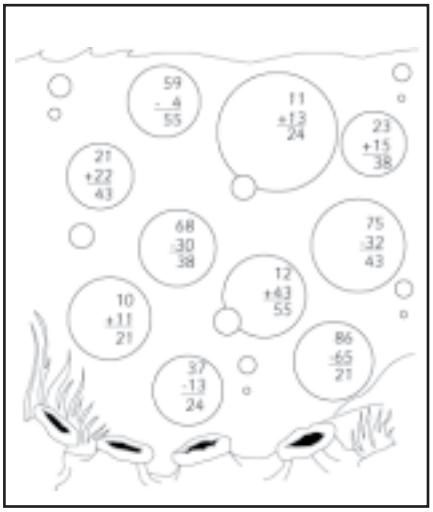
ACTIVITY

1. Allow students to work at computers individually or in pairs. Have them go to the CJ's Swamp module of *JumpStart Advanced 1st Grade* to work on addition and subtraction. To bypass CJ's spelling content, go to the Progress Report screen and select Practice Mode for addition and subtraction by clicking the skill name and then clicking the swamp tank icon at the bottom on the screen.
2. After the exercise, ask what two numbers could be added to get a total of 11. List student responses on the board (or on chart paper). There are, of course, multiple possibilities:

   0 + 11 1 + 10 2 + 9 3 + 8 4 + 7 5 + 6

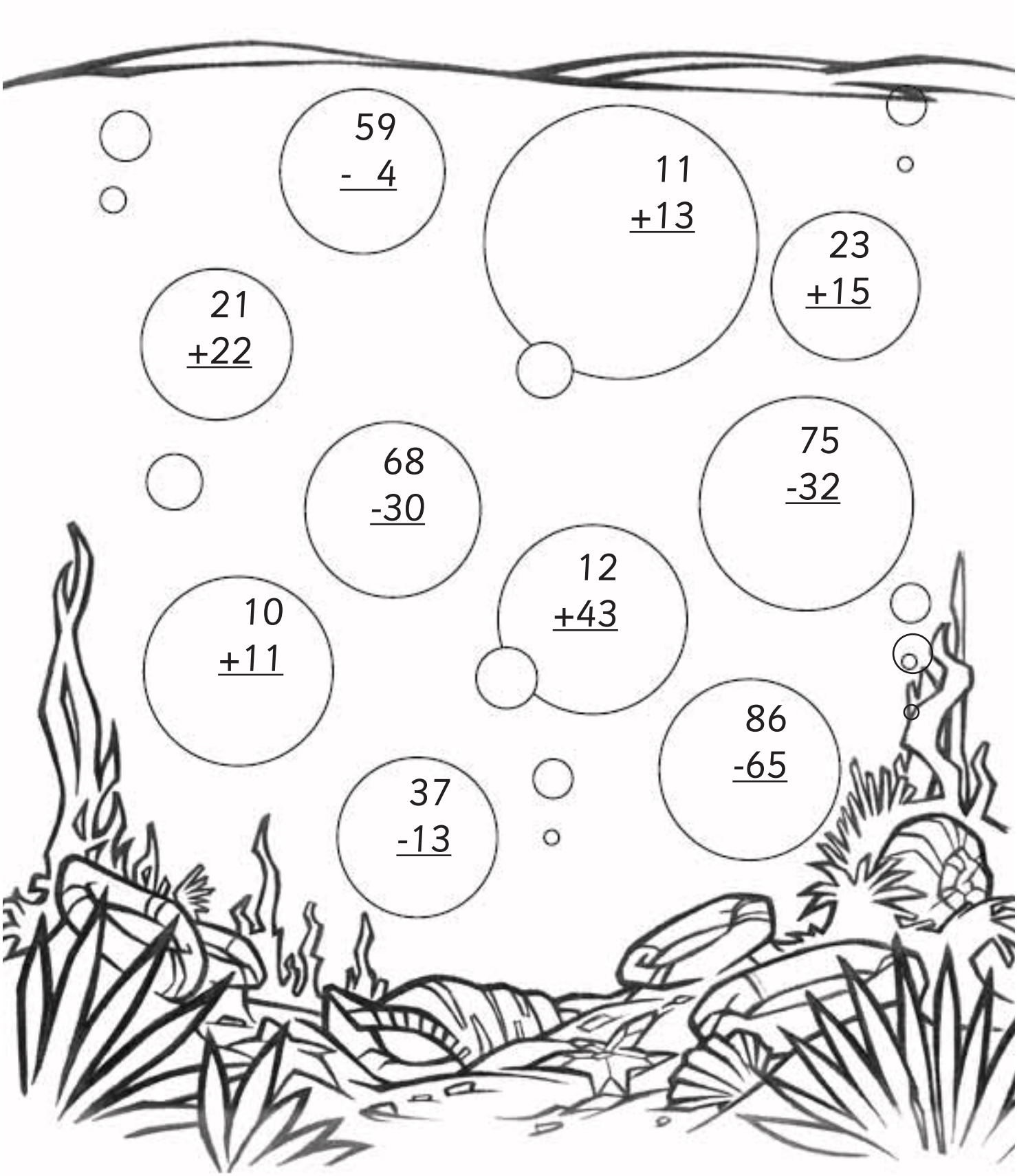
   Ask students if there would be more possibilities if you were trying to reach a total of 25 or fewer possibilities. List some of them on the board: 0 + 25, 1 + 24, 2 + 23.
3. Now ask students to state subtraction problems that result in a difference of 11. List some of the infinite possibilities on the board (or on chart paper). Ask a volunteer to name the smallest number you could start with (11; the equation would be 11 – 0 = 11).
4. Distribute the activity sheets. Explain that some problems will have matching answers, reached in different ways.

   Have students work each problem and write the answer in the bubble. Then have them draw lines to connect bubbles with matching answers.
5. Tell students that each bubble has a match. Give them time to redo their calculations if necessary.



SWAMP BUBBLES

Activity Sheet



SCOOTER RELAY

FOCUS
Language Arts: alphabetizing
Physical Education: running relays

SOFTWARE CONNECTION

CJ's Swamp

GROUPING

whole class, individuals, large groups

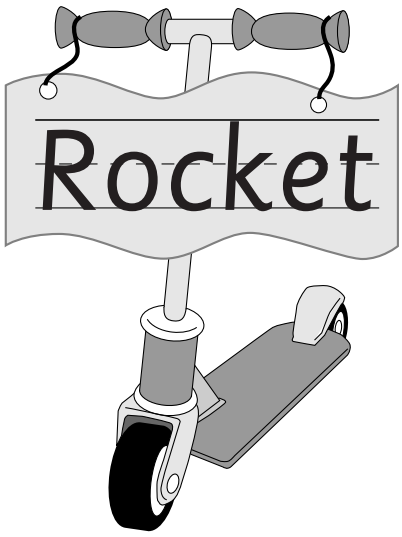
SUPPLIES

copies of the Scooter Relay Activity Sheet (1 per student)
crayons or markers
scissors
tape or safety pins

ACTIVITY

1. To review how to alphabetize by first letter, ask volunteers to alphabetize a series of words such as *van*, *snake*, *horse*, and *table*. Then explain and practice alphabetizing words with the same initial letter; for example, *bed*, *button*, *big*, *bike*.

2. Distribute the activity sheets. Explain how to complete the scooter poster:
   - Think of a one-word name for your scooter.
   - Print the name in large letters on the banner.
   - Cut out the poster on the dashed line.
   - Have the teacher help you tape or pin the poster to the front of your shirt.



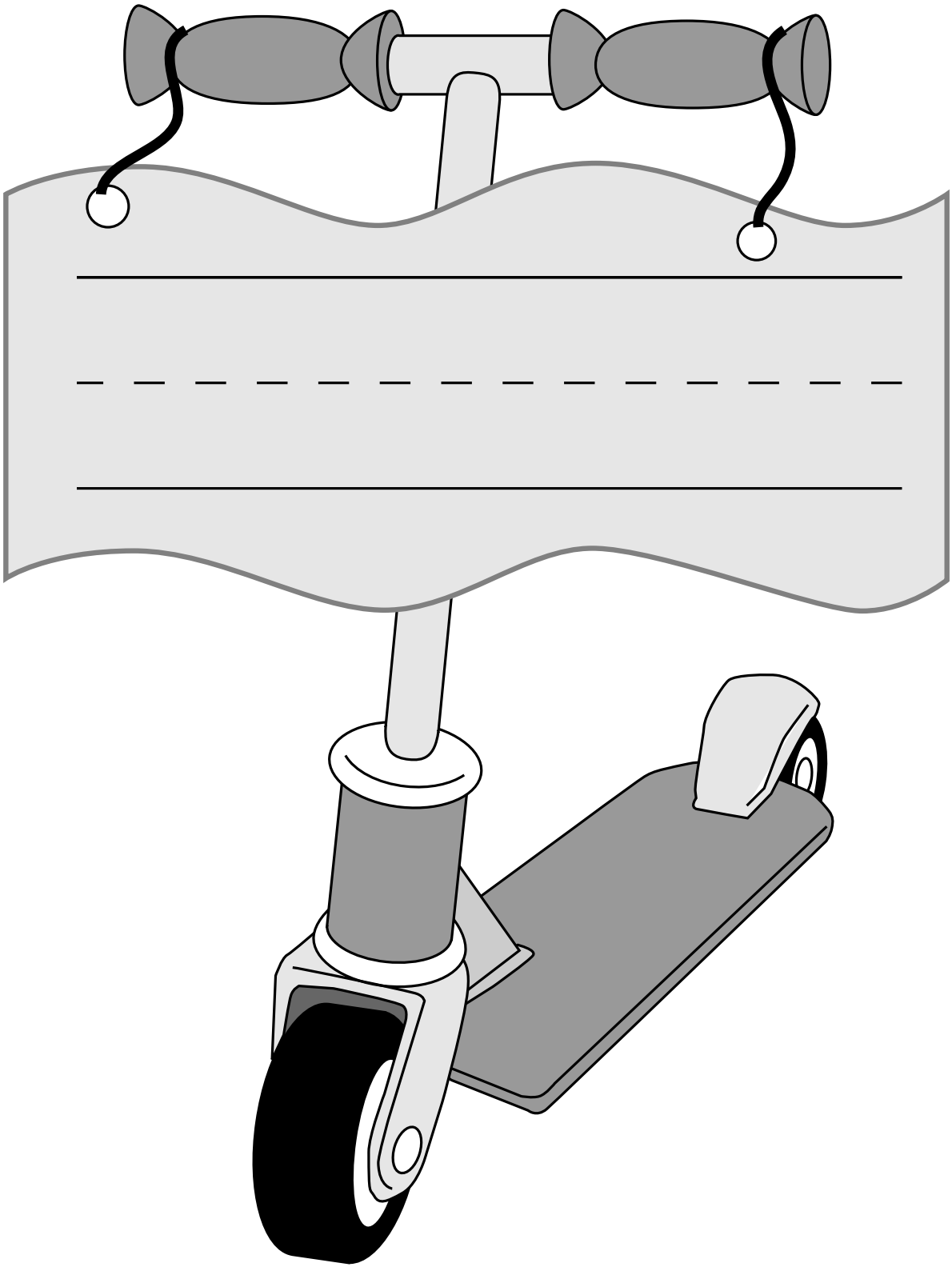
3. Take the students to the school playground or gymnasium. Divide the class into teams for relay races. Designate a racecourse for each team, from one side of the area to the other and back again. (The racecourses should be the same length.)

4. Have the teams line up behind the starting line alphabetically according to their scooter names. When all the teams are in alphabetical order, the relay race can begin. Each team member runs to the end of the race area and back, touching the hand of the next runner in line until all members of the team have completed the course. Which team finishes first?

5. For more alphabetization practice, regroup the students and let them alphabetize and race again and again!

SCOOTER RELAY

Activity Sheet



CJ'S PUZZLES

FOCUS

Language Arts: spelling

SOFTWARE CONNECTION

CJ's Swamp

GROUPING

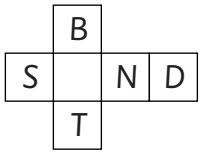
individuals

SUPPLIES

copies of CJ's Puzzles Activity Sheets A and B (1 per student)
pencils

ACTIVITY

1. Distribute Activity Sheet A. Explain that each of CJ's puzzles is missing a letter. As a class, complete the puzzle at the top right. Ask what letter would make both words complete (either A or E is correct).

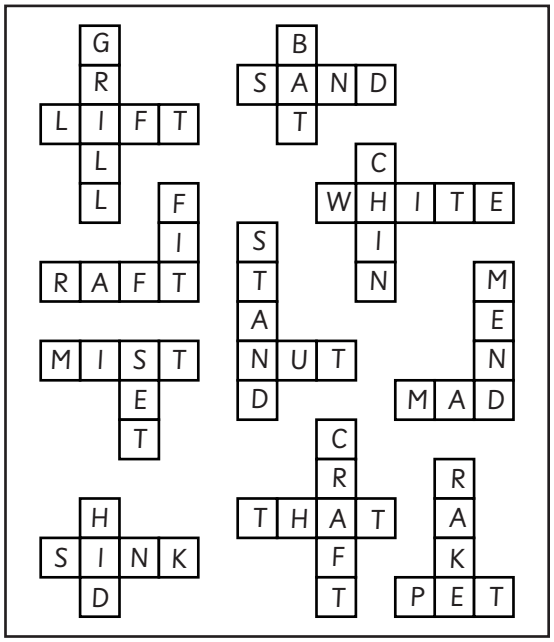


   Have students write one of the letters in the empty box.

2. Give students time to complete the activity sheet. The sample page shown here contains a set of correct answers. However, students may have different correct answers.

3. Distribute Activity Sheet B so that students can help CJ create more puzzles using words from current spelling lists:
   - Find two words that contain the same letter. Print one vertically and the other horizontally, leaving an empty box for the shared letter.
   - Trace over the dashed lines of the squares in the puzzle you just made.
   - Make more puzzles to fill the page.

4. Have students exchange activity sheets and solve each other's puzzles.



CJ'S PUZZLES

Activity Sheet A

	G		
	R		
L		F	T
	L		
	L		F
			I
R	A	F	

	B		
S		N	D
	T		

		C		
W		I	T	E
		I		

S	
T	
A	
	U T
D	

		M
		E
		N
M	A	

M	I		T
		E	
		T	

	H		
S		N	K
	D		

		C	
		R	
T	H		T
		F	
		T	

	R	
	A	
	K	
P		T

CJ'S PUZZLES

Activity Sheet B

FRACTION FUN

FOCUS

Math: fractions

SOFTWARE CONNECTION

Frankie's Pizza Stand

GROUPING

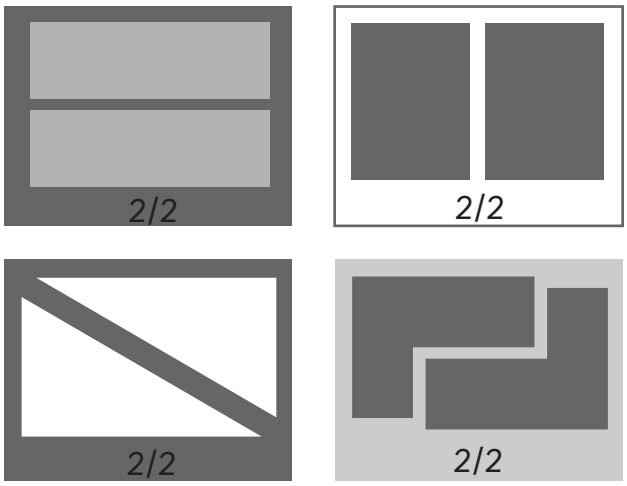
pairs or small groups, individuals

SUPPLIES

copies of Fraction Fun Activity Sheet A
(copied on tagboard or heavy paper; 1 shape per 2 to 4 students)
copies of Fraction Fun Activity Sheet B
(1 per student)
construction paper in assorted colors
pencils
rulers
scissors
glue

ACTIVITY

1. In preparation, cover a large bulletin board (or three smaller ones) with colored paper and put these three titles across the top: *Halves* *Quarters* *Thirds*
2. Have students work in groups of two to four. Cut the shapes on Activity Sheet A from tagboard and give one to each group. Explain that the class will make a display about fractions. Each group should follow these steps to contribute to the display:
   - Cut out your tagboard shape. Use it as a pattern for a construction paper shape. Divide your construction paper shape into halves. Glue the halves on a construction paper background. Print a label (as shown).
   - Divide the shape into halves in different ways (diagonal, for example). Add all of your solutions to the class display.
   - Next, divide your shape into quarters. Finally, try thirds.
3. Display and discuss the student work. Are all of the solutions correct? Are other solutions possible? Conclude by distributing Activity Sheet B for students to complete individually.

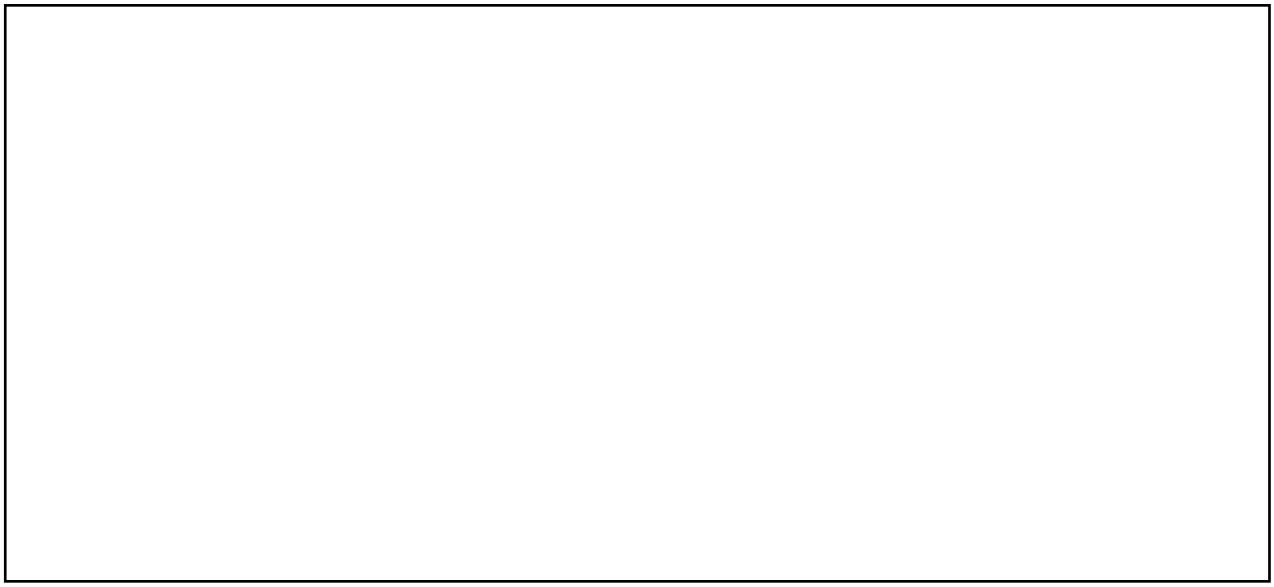


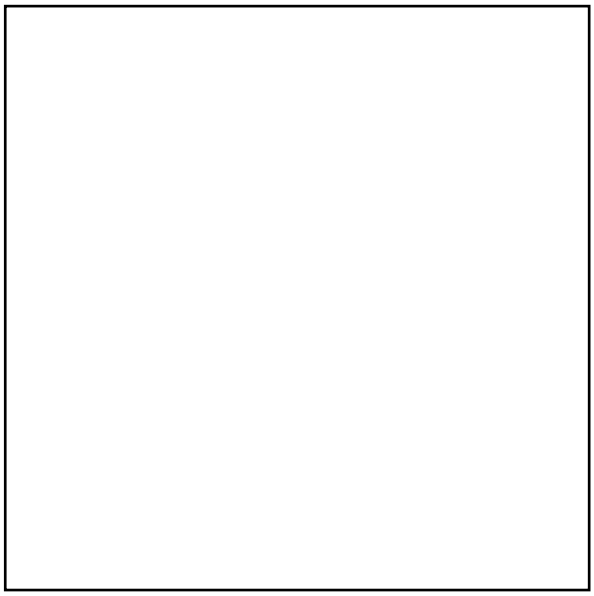
Sample Solutions (Halved Rectangles)

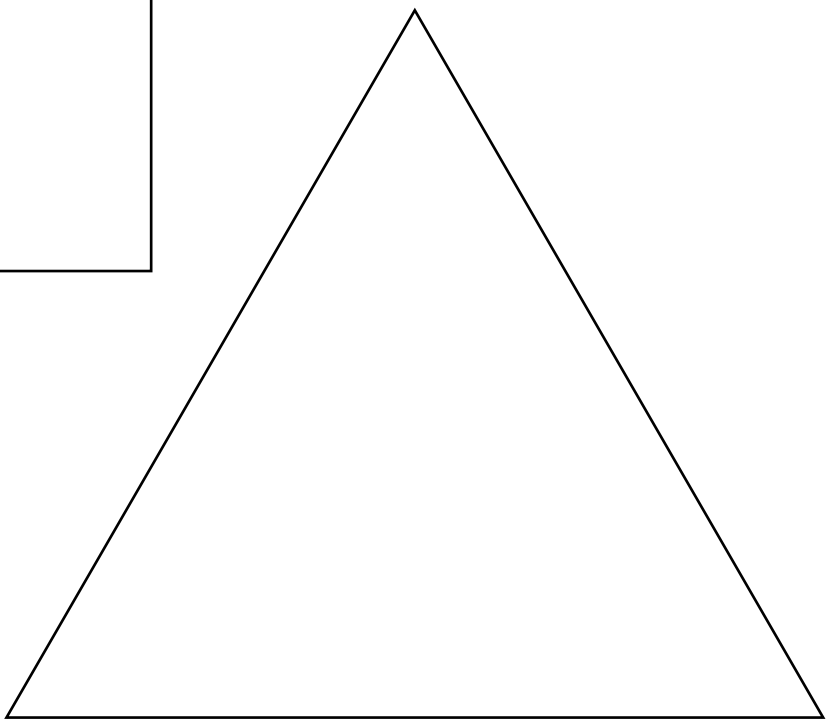
Note: Solutions may vary. There may be some duplication among groups.

FRACTION FUN

Activity Sheet A



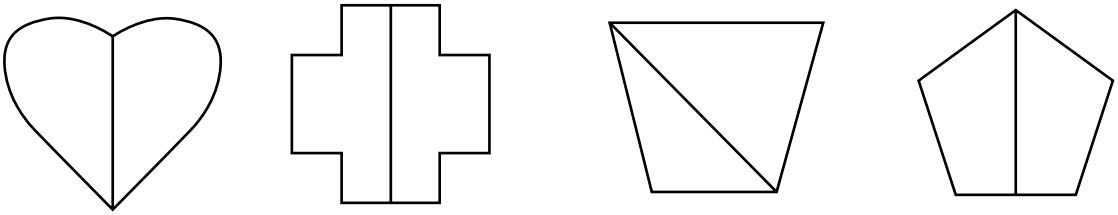




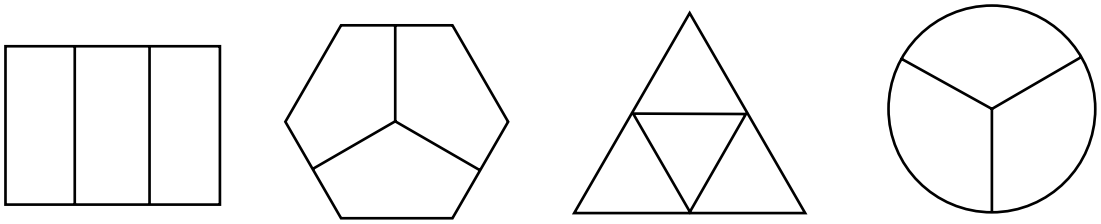
FRACTION FUN

Activity Sheet B

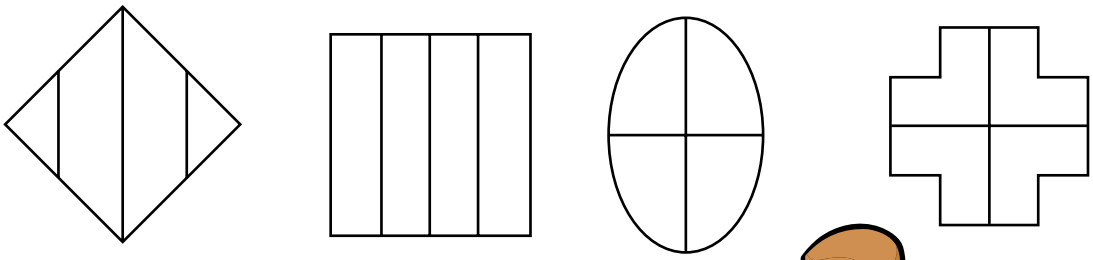
1. Cross out the picture that does NOT show halves.



2. Cross out the picture that does NOT show thirds.



3. Cross out the picture that does NOT show quarters.



GO, SCOOTER!

FOCUS

Language Arts: syllables

SOFTWARE CONNECTION

Hopsalot's Bridge Builder

GROUPING

whole class, small groups

SUPPLIES

copies of Go, Scooter! Activity Sheets A and B (1 of each per small group)
scissors
tape

ACTIVITY

1. Tell students that they will play the game Go, Scooter! If necessary, review these words from the game:

about	*broom*	*even*	*little*	*rope*	*what*
after	*butterfly*	*family*	*make*	*seven*	*when*
animal	*different*	*funny*	*number*	*the*	
blueberry	*drum*	*into*	*octopus*	*together*	

   Also review syllables, asking volunteers to identify words of one, two, and three syllables on the list.

2. Have the class work in small groups of two to four students each. Distribute Activity Sheet A (one per small group). Assist students as needed to prepare the game:
   The Die
   Cut on the solid lines and fold on the dashed lines. Tape into a pyramid-shaped die.
   The Game Pieces
   Select a game piece. Cut on the solid lines and fold on the dashed lines. Tape together at the top so that the game piece stands on its base.

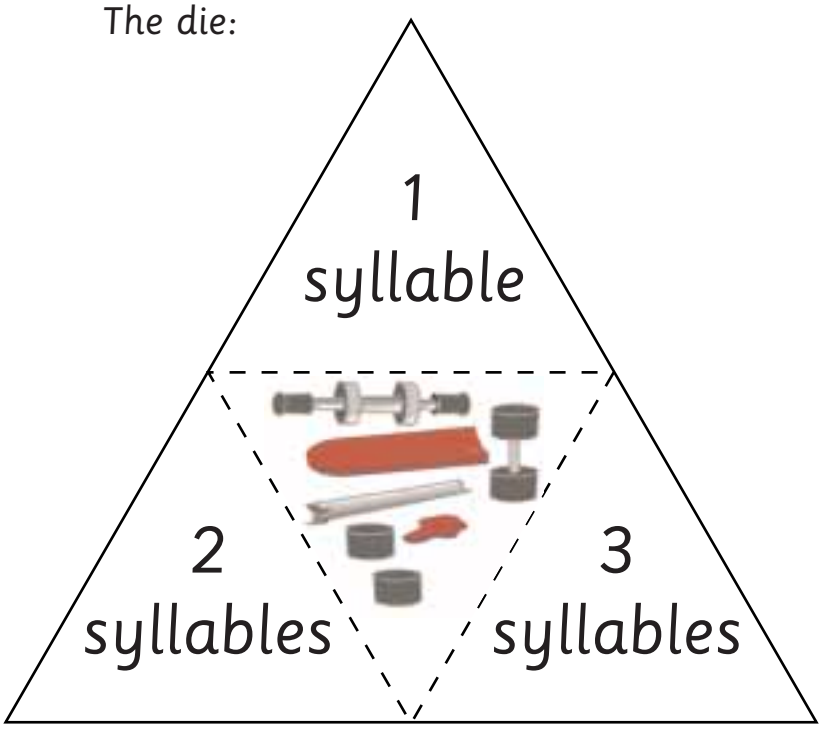
3. Give each group a game board (Activity Sheet B). Explain how to play the game:
   - Start by placing the game pieces at the arrow.
   - Take turns tossing the die and moving your gaming pieces accordingly. To read the die, pick it up and look at the **underside**. Move to the next 1-, 2- or 3-syllable word as indicated on the die. If the die shows the broken scooter, you must stay where you are until your next turn.
   - Who will be first to complete the racecourse and arrive back at the arrow?

4. Give students time to play several rounds. If you wish, store the games in large envelopes so that students can play them during free time.

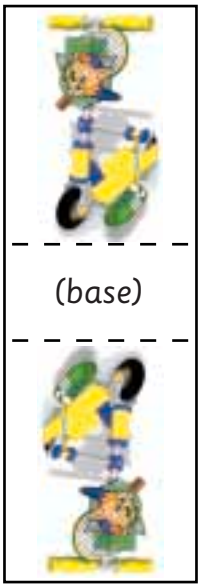
GO, SCOOTER!

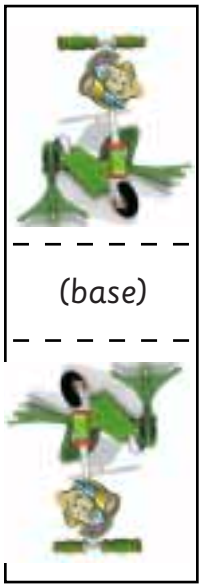
Activity Sheet A

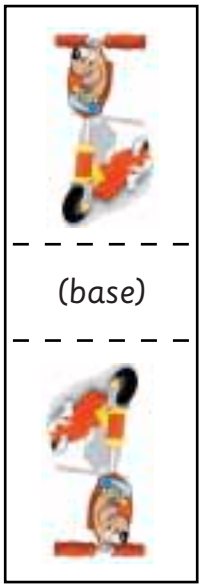
The die:

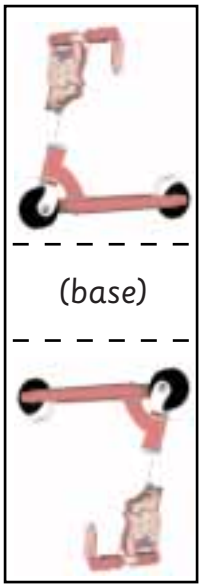


The game pieces:



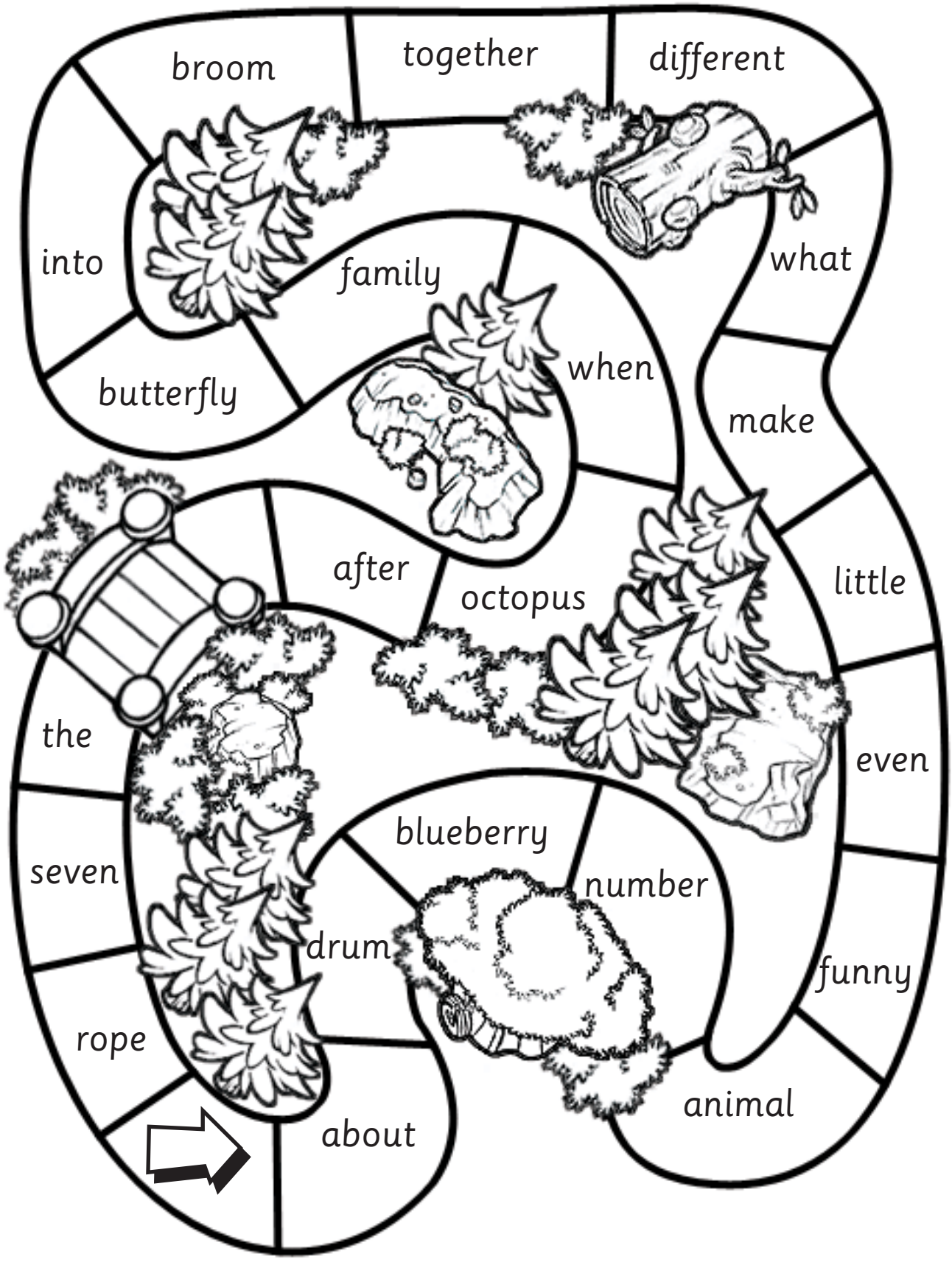






GO, SCOOTER!

Activity Sheet B



CALL OUT YOUR NUMBER

FOCUS
Math: number sequences, skip counting, ordinal numbers

SOFTWARE CONNECTION
Pierre's Polar Test Track

GROUPING
whole class, individuals

SUPPLIES

copies of the Call Out Your Number Activity Sheet (1 per student)
pencils

ACTIVITY

1. Give students time to explore the counting activities in Pierre's Polar Test Track module. To bypass Pierre's spelling content, go to the Progress Report screen and select Practice Mode for addition and subtraction by clicking the skill name and then clicking the polar test track icon at the bottom on the screen.
2. Take the class outside or to the gymnasium, and have the students sit in a circle. Do each of the following counting activities two or more times. For fun, count faster each time.

   Counting Forward
   Each student stands and calls out a number in turn.
   Counting Backward
   Students count in reverse as they sit down, one at a time.
   Counting by 2s, 5s, or 10s
   Students extend two arms as they skip count by **2**s; extend the fingers on one hand as they skip count by **5**s; extend the fingers on both hands as they skip count by **10**s.
   Skip Counting in Reverse
   Students put their arms back by their sides as they reverse skip count by **2**s; pull back the fingers on one hand as they reverse skip count by **5**s; pull back the fingers on both hands as they reverse skip count by **10**s.
   Ordinal Numbers
   Students call out ordinal numbers (1st, 2nd, 3rd) as they take their places in line before returning to the classroom.

3. Have students supply the missing numbers in the number sequences. When students are done, check the answers as a class.

CALL OUT YOUR NUMBER

Activity Sheet

Fill in the missing number(s) in each row.

17	18	19		21
40		60	70	
22		20	19	
14			20	22
15		25	30	
30		10		

KEEPING TIME

FOCUS
Music: tempo, rhythm
Art: expression through art

SOFTWARE CONNECTION

Kisha's Card Show

GROUPING

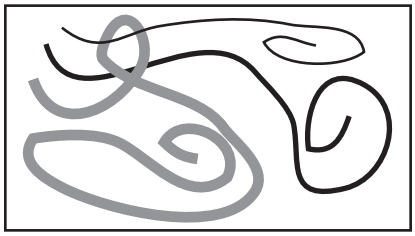
whole class, large groups, individuals

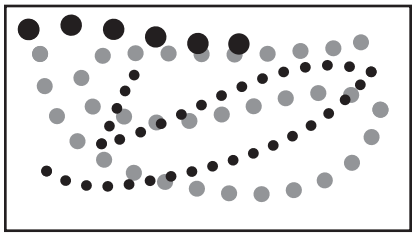
SUPPLIES

copies of the Keeping Time Activity Sheet (1 per student)
crayons
drawing paper
recorded music (slow tempo and fast tempo)

ACTIVITY

1. Point out that music, such as that accompanying videos, may have a fast tempo or a slow tempo. Ask what tempo would be likely to accompany a police chase (fast), footage of a sunset (slow), or a spooky scene (probably slow, building in speed as the excitement grows).
2. Explain that the tempo of music can change even though the melody (tune) stays the same. To illustrate this, sing a familiar song, such as "The Bear Went Over the Mountain," slowly as a class. Ask what scene the students picture (possibly a big bear lumbering up a mountain). Now sing the same tune, this time with a lively tempo. Ask if students picture something different (possibly a bear cub playfully running and tumbling).





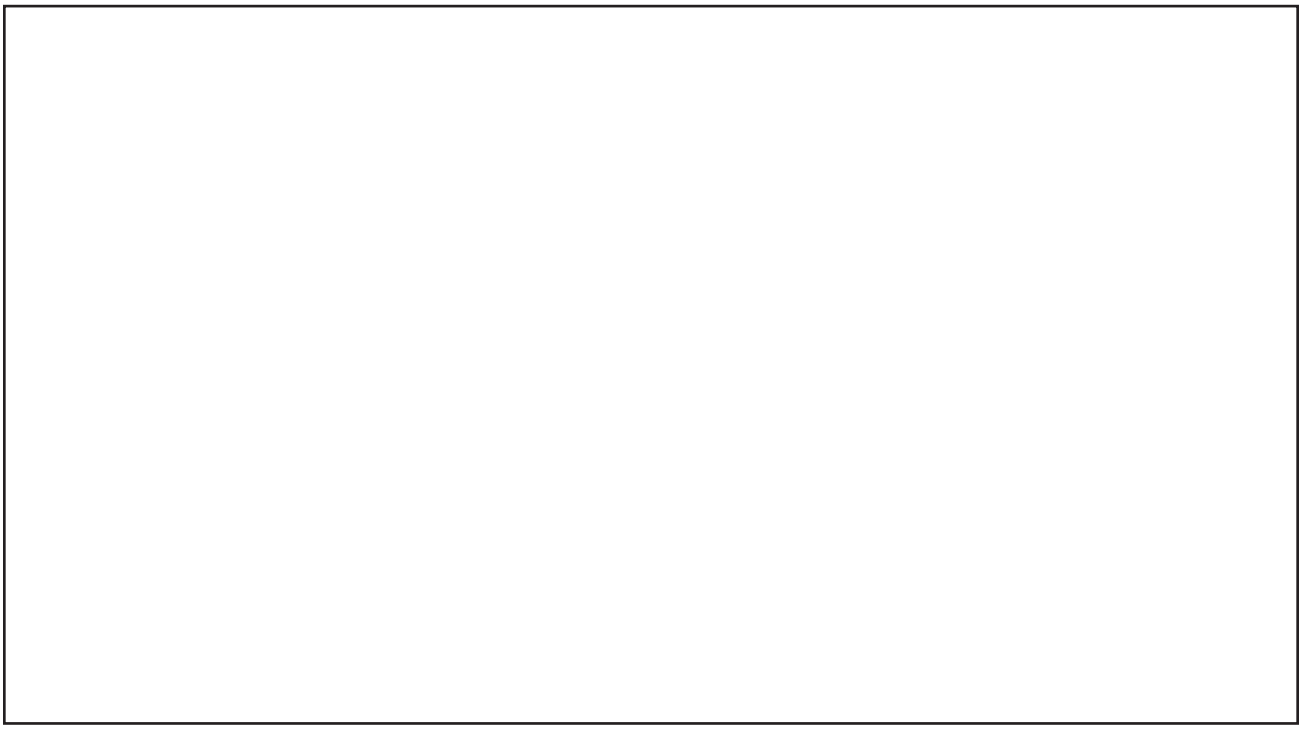
3. Distribute the activity sheets and read the directions together. Divide the class into two large groups. Have Group A sing the songs as Group B draws. Then have Group B sing as Group A draws. (Students should draw swirls in rhythm to the slow tune, "Rock-a-Bye Baby," and dots in rhythm to the lively tune, "Baa, Baa, Black Sheep.")
4. Distribute drawing paper. Tell students that they will color as you play music of different tempos. Before they begin to color, they should decide whether you are playing dot music or swirl music. Remind students that they may need to adjust to tempo changes in the composition.
5. After students have had an opportunity to draw to several pieces of music, let them show their drawings and explain how they interpreted the music.

KEEPING TIME

Activity Sheet

Make dots in rhythm to fast music. Make swirls for slow music.

Rock-a-Bye Baby



Baa, Baa, Black Sheep

GUESS, MEASURE, WEIGH

FOCUS
Math: length, weight
Science: using measurement tools

SOFTWARE CONNECTION

Pierre's Polar Test Track

GROUPING

whole class, small groups

SUPPLIES

copies of the Guess, Measure, and Weigh Activity Sheet (1 per small group)
kitchen scales and/or balance scales
scissors
rulers
scratch paper
pencils
items pictured on the activity sheet (1 of each per small group)

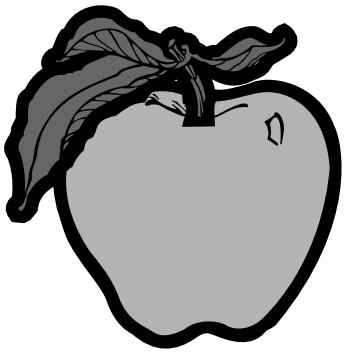
ACTIVITY

1. Show a pair of scissors to the class and have students guess how long it is and how much it weighs. List the estimates on the board. Then use a ruler to measure the length of the scissors. Did anyone guess the correct length? Demonstrate how to use a scale to weigh the scissors. (If the class will be using different types of scales, demonstrate each type.) Did anyone guess the correct weight?
2. Divide the class into small groups of four students each. Give each group a copy of the activity sheet. Instruct each group to cut the cards apart on the dashed lines, estimate the lengths of the objects that are pictured on the cards, and arrange the cards from shortest object to longest object.
3. Give each group a ruler and the objects that are pictured on the cards. Instruct the groups to measure the actual objects, record the lengths on scratch paper, and rearrange the cards as necessary. When the groups have completed the task, ask if there was any group that did not need to rearrange their cards.
4. Distribute scales (1 per group). Have students repeat the process with weights instead of lengths. First, the groups should estimate the weights of the objects and arrange the cards from lightest object to heaviest object. Then students should weigh each object, record its weight on scratch paper, and rearrange the order of the cards as necessary.
5. When the groups have weighed the objects, discuss the results.
   - Was there any group that did not need to rearrange its cards?
   - Are the shortest objects always the lightest?
   - Was the weight of any object surprising? In what way?

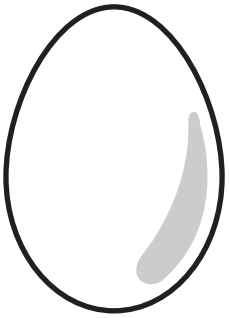
GUESS, MEASURE, WEIGH

Activity Sheet A

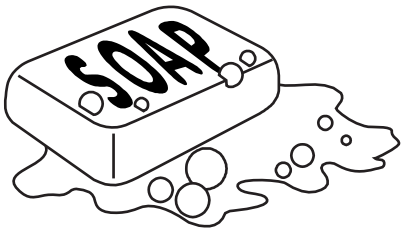
metal spoon



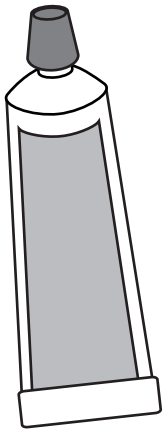
apple



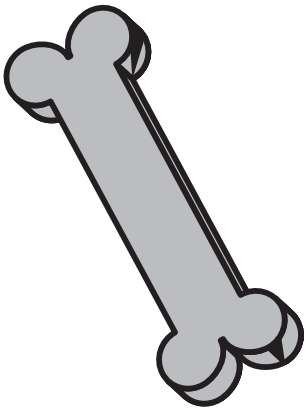
hard-boiled egg



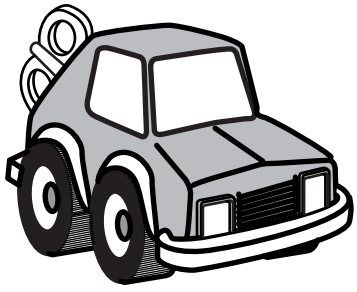
bar of soap



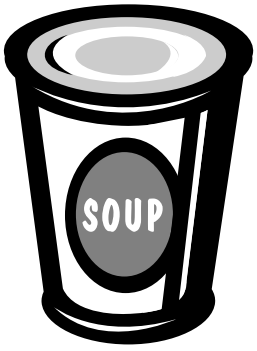
toothpaste



dog bone



small toy car



can of soup

bag of chips
(single-serving size)

SCIENCE CHANNEL

FOCUS
Science: animals, seasons, weather, temperature, health
Art: drawing

SOFTWARE CONNECTION

Hopsalot's Bridge Builder, Eleanor's Newsroom, Kisha's Card Show

GROUPING

student pairs, whole class

SUPPLIES

copies of Science Channel Activity Sheets A and C (1 of each per student pair)
copies of Science Channel Activity Sheet B (3 or 4 per student pair)
8" x 11" paper
crayons
tape or glue
paper towel tubes (1 per student pair)
cardboard box
scissors or knife for cutting cardboard (teacher use only)

ACTIVITY

1. In preparation, make a simple "television" from a cardboard box (see illustration). Cut a 6" x 8" opening for a screen and cut a ½" x 8¾" slit in each end.

2. Tell students that they will produce science shows for the Science Channel. The scenes of their shows will be drawn on paper and rolled through a cardboard television for viewing. Arrange for students to work in pairs. Have each pair select a science topic (topics can be subdivided if you wish):

Mammals, reptiles, insects, amphibians
Animals that swim, walk, fly
Carnivores, herbivores, omnivores
Temperature (hot, warm, cold)
Solar system
Human body
Foods (grains, meats, dairy, vegetables, fruits)
Weather (sun, snow, rain)
Desert, forest, polar regions
The four seasons
Oceans
The farm

3. Distribute the activity sheets and explain how to produce a television show:
   - Complete the title page and the credits page (Activity Sheets A and C).
   - On three or four copies of Activity Sheet B, draw and caption pictures about your topic. You can use the software (Eleanor's Newsroom), science books, and encyclopedias as resources.
   - Tape (or glue) all of the activity sheets together in sequence, overlapping the pages at the dashed lines. Tape a blank sheet of paper on each end.
   - Tape the leading end to a cardboard tube. Roll the remaining pages onto the tube.
4. To view the show, have the student pair thread the pages through the slits in the cardboard television, so that the title page shows on the screen (see illustration). One student can pull the pages across the screen and reroll them onto the tube as the other student reads the text to the class.

The Science Channel

Presents . . .

_____

_____

(title)

SCIENCE CHANNEL

Activity Sheet B

(drawing)

(caption)

SCIENCE CHANNEL

Activity Sheet C

Produced by

(name) and (name)

EQUALING EIGHT

FOCUS

Math: addition, subtraction

SOFTWARE CONNECTION

CJ's Swamp

GROUPING

student pairs

SUPPLIES

copies of Equaling Eight Activity Sheet A (1 per student pair)
copies of Equaling Eight Activity Sheet B (1 per student)
scissors

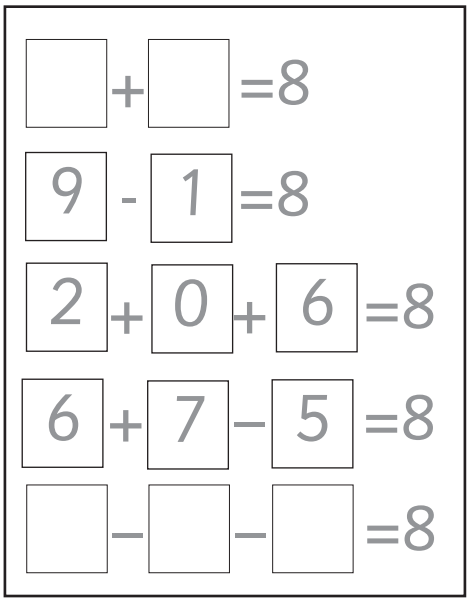
ACTIVITY

1. Have students work in pairs. Tell them that they will play the game Equaling Eight. Distribute Activity Sheet A (1 per pair), and have students cut the cards apart on the dashed lines.

2. Distribute Activity Sheet B (1 per student). Explain that players will try to add and subtract the numbers on their card so they equal 8. Suppose a player has these three cards:

   5 6 3

   The player can add 3 and 5 to equal 8, or add 5 and 6 to equal 11 and subtract 3 to equal 8. Let students practice placing cards on Activity Sheet B in combinations that equal 8 (see illustration).

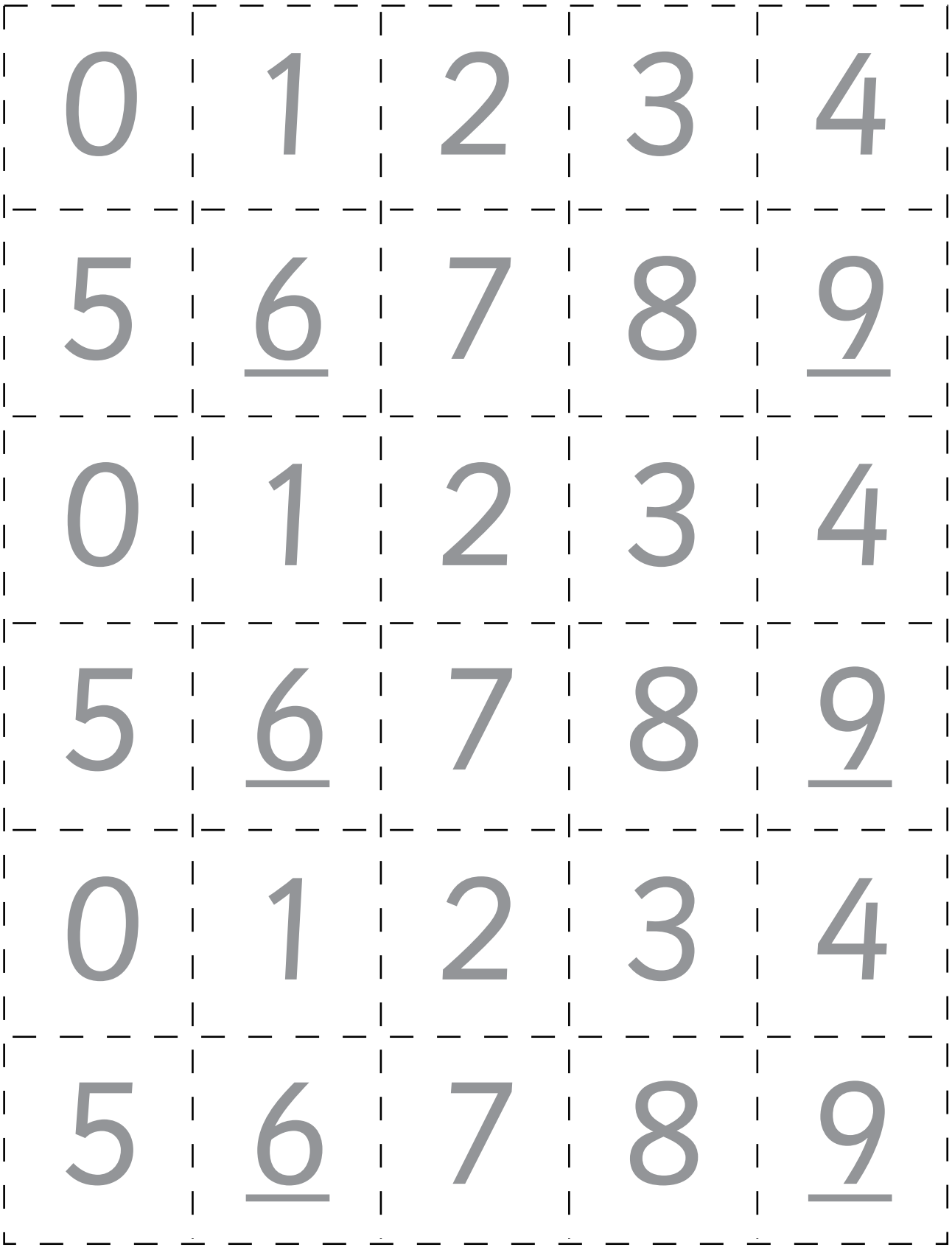


3. Explain the rules of the game:
   - Stack the cards facedown. Take turns drawing cards from the stack, one at a time.
   - Try to acquire any combination of one to three cards that equal 8. To try out possible combinations, arrange your cards in the rectangles on Activity Sheet B.
   - Whenever you acquire a combination that equals 8, you can "capture" the cards and set them aside.
   - Continue taking turns until no more captures can be made. Who has captured the most cards?

4. Give student pairs time to play several rounds of the game.

EQUALING EIGHT

Activity Sheet A



EQUALING EIGHT

Activity Sheet B